

**FORMULIR****TEMUAN AUDIT MUTU INTERNAL  
UNIVERSITAS ANDALAS TAHUN 2020**

Audit : Dokumen tentang proses pembelajaran, penelitian dan pengabdian masyarakat  
PTK : S1 - Farmasi  
Kepada : LP3M  
Dari : Tim Auditor LP3M Unand

Keadaan berikut ini diusulkan untuk dilakukan tindakan koreksi. Tunjukkan penyebab dan tindakan koreksi yang diperlukan termasuk tanggal tindakan koreksi dijadwalkan selesai. Tanda tangani dan beri tanggal ketika saudara memberi tanggapan ini kemudian serahkan kembali borang ini kepada pengirim dalam waktu yang ditentukan sesuai temuan.

<b>A</b>	<b>Temuan Audit Tahun Lalu</b>	
	<b>Temuan</b>	<b>KTS/OB</b>
	Tidak Ada Data	Tidak Ada Data
<b>B</b>	<b>Temuan Audit Tahun Ini</b>	
	<b>Temuan</b>	<b>KTS/OB</b>
	1. Pada 1. Expected Learning Outcomes pertanyaan ke 1 :	OB
	2. Pada 1. Expected Learning Outcomes pertanyaan ke 3 :	OB
	3. Pada 1. Expected Learning Outcomes pertanyaan ke 2 :	OB
	4. Pada 1. Expected Learning Outcomes pertanyaan ke 4 :	OB
	5. Pada 1. Expected Learning Outcomes pertanyaan ke 5 :	OB
	6. Pada 2. Programme Structure and Content pertanyaan ke 6 :	OB
	7. Pada 2. Programme Structure and Content pertanyaan ke 7 :	OB
	8. Pada 2. Programme Structure and Content pertanyaan ke 8 :	OB
	9. Pada 2. Programme Structure and Content pertanyaan ke 10 :	OB
	10. Pada 2. Programme Structure and Content pertanyaan ke 11 :	OB
	11. Pada 2. Programme Structure and Content pertanyaan ke 12 :	OB
	12. Pada 3. Teaching and Learning Approach pertanyaan ke 13 :	OB
	13. Pada 3. Teaching and Learning Approach pertanyaan ke 14 :	OB
	14. Pada 3. Teaching and Learning Approach pertanyaan ke 15 :	OB
	15. Pada 3. Teaching and Learning Approach pertanyaan ke 16 :	OB
	16. Pada 3. Teaching and Learning Approach pertanyaan ke 17 :	OB

17. Pada 3. Teaching and Learning Approach pertanyaan ke 18 :	OB
18. Pada 4. Student Assessment pertanyaan ke 19 :	OB
19. Pada 4. Student Assessment pertanyaan ke 20 :	OB
20. Pada 4. Student Assessment pertanyaan ke 21 :	OB
21. Pada 4. Student Assessment pertanyaan ke 22 :	OB
22. Pada 4. Student Assessment pertanyaan ke 23 :	OB
23. Pada 4. Student Assessment pertanyaan ke 24 :	OB
24. Pada 4. Student Assessment pertanyaan ke 25 :	OB
25. Pada 5. Academic Staff pertanyaan ke 26 :	OB
26. Pada 5. Academic Staff pertanyaan ke 27 :	OB
27. Pada 5. Academic Staff pertanyaan ke 28 :	OB
28. Pada 5. Academic Staff pertanyaan ke 29 :	OB
29. Pada 5. Academic Staff pertanyaan ke 30 :	OB
30. Pada 5. Academic Staff pertanyaan ke 31 :	OB
31. Pada 5. Academic Staff pertanyaan ke 32 :	OB
32. Pada 5. Academic Staff pertanyaan ke 33 :	OB
33. Pada 6. Student Support Services pertanyaan ke 34 :	OB
34. Pada 6. Student Support Services pertanyaan ke 35 :	OB
35. Pada 6. Student Support Services pertanyaan ke 36 :	OB
36. Pada 6. Student Support Services pertanyaan ke 37 :	OB
37. Pada 6. Student Support Services pertanyaan ke 38 :	OB
38. Pada 6. Student Support Services pertanyaan ke 39 :	OB
39. Pada 7. Facilities and Infrastructure pertanyaan ke 40 :	OB
40. Pada 7. Facilities and Infrastructure pertanyaan ke 41 :	OB
41. Pada 7. Facilities and Infrastructure pertanyaan ke 42 :	OB
42. Pada 7. Facilities and Infrastructure pertanyaan ke 43 :	OB
43. Pada 7. Facilities and Infrastructure pertanyaan ke 44 :	OB
44. Pada 7. Facilities and Infrastructure pertanyaan ke 45 :	OB
45. Pada 7. Facilities and Infrastructure pertanyaan ke 46 :	OB
46. Pada 7. Facilities and Infrastructure pertanyaan ke 47 :	OB
47. Pada 7. Facilities and Infrastructure pertanyaan ke 48 :	OB
48. Pada 8. Output and Outcomes pertanyaan ke 49 :	OB
49. Pada 8. Output and Outcomes pertanyaan ke 50 :	OB
50. Pada 8. Output and Outcomes pertanyaan ke 51 :	OB
51. Pada 8. Output and Outcomes pertanyaan ke 52 :	OB
52. Pada 8. Output and Outcomes pertanyaan ke 53 :	OB

**C**

**Bagian Ini Diisi Oleh Auditee**

**Akar Penyebab**

1. Pada 1. Expected Learning Outcomes pertanyaan ke 1 :  
The requirements from employers and alumni were not clearly described or evident to fully reflect the requirements from stakeholders. Consider to clearly clarify and document how program ELOs reflect the requirements of the stakeholders. The relationship between the needs and requirements of stakeholders and the programme ELOs should be mapped to facilitate constructive alignment.
2. Pada 1. Expected Learning Outcomes pertanyaan ke 3 :  
The Pharmacy program may map its generic learning outcomes to those defined as 21st Century

Skills to ensure its graduate are ready to work in modern work environment.
<b>3.</b> Pada 1. Expected Learning Outcomes pertanyaan ke 2 : ELO statements could also be improved to make them more measurable within the scope of the teaching and learning from the programme, especially, the ones with subjective terms such as “divinity” or “morality”, or “non-academic activities”
<b>4.</b> Pada 1. Expected Learning Outcomes pertanyaan ke 4 : The relationship between the needs and requirements of stakeholders and the programme ELOs should be mapped to facilitate constructive alignment.
<b>5.</b> Pada 1. Expected Learning Outcomes pertanyaan ke 5 : Particularly the requirements from employers and alumni were not clearly described or evident to fully reflect the requirements from stakeholders. Consider to clearly clarify and document how program ELOs reflect the requirements of the stakeholders.
<b>6.</b> Pada 2. Programme Structure and Content pertanyaan ke 6 : The improvement on the constructive alignment, especially in the course level, to show the linkage among program ELOs, course ELOs, teaching strategies, and assessment should be strongly considered. Consider demonstrating the mapping of the curriculum with the graduate attributes just to ensure the constructive alignment of the ELO to the courses and how the ELOs are met.
<b>7.</b> Pada 2. Programme Structure and Content pertanyaan ke 7 : The mapping system of the individual required courses toward the achievement of the programme LOs should be reviewed to assist the development of the appropriate T&L and assessment tools and understandings of the contributions among the teachers responsible for the courses.
<b>8.</b> Pada 2. Programme Structure and Content pertanyaan ke 8 : More flexible/more elective courses in each specialization (hospital, clinical, industrial/manufacturing, regulatory, public health) will better prepare graduates in specific work areas. Integration of experiential learning (internship) in the curriculum early on to supplement the didactic coursework and technical skills to further enrich the student’s pharmacy education experience.
<b>9.</b> Pada 2. Programme Structure and Content pertanyaan ke 10 : Consider depicting the sequence, integration and structure in the programme specifications documents both online and offline that are communicated to potential students, current students and potential employers.
<b>10.</b> Pada 2. Programme Structure and Content pertanyaan ke 11 : More flexible/more elective courses in each specialization (hospital, clinical, industrial/manufacturing, regulatory, public health) will better prepare graduates in specific work areas.
<b>11.</b> Pada 2. Programme Structure and Content pertanyaan ke 12 : The improvement on the constructive alignment, especially in the course level, to show the linkage among program ELOs, course ELOs, teaching strategies, and assessment should be strongly considered.
<b>12.</b> Pada 3. Teaching and Learning Approach pertanyaan ke 13 : Although the educational philosophy is communicated to academic staff and students, it is suggested that this is explained well so that it will be properly and clearly understood, articulated and translated into the T&L approaches that Instill the philosophy.
<b>13.</b> Pada 3. Teaching and Learning Approach pertanyaan ke 14 : More involvement of professionals and practitioners as guest speaker or part-time/co- lecturer in the learning process may be considered for giving a variety and up-to-date applications and practices in a specific pharmacy practice area such as in hospital/clinical pharmacy, pharmaceutical industry, community pharmacy, regulatory, public health, clinical research, etc.
<b>14.</b> Pada 3. Teaching and Learning Approach pertanyaan ke 15 : It is suggested to use more case scenarios and have more practical activities in lecture and practice classes to prepare students for a real working experience. It is also suggested to allow students to have more exposure to variety of activities to provide them with the experiential learning which

simulates actual workplace scenarios.
<b>15.</b> Pada 3. Teaching and Learning Approach pertanyaan ke 16 : May consider the use of other teaching and learning activities, such role play, practical session, field trip, etc., to enhance life-long learning. May consider providing continual education to alumni for life-long learning and professional development.
<b>16.</b> Pada 3. Teaching and Learning Approach pertanyaan ke 17 : The quality and impact of internship done thru students' clubs should be reviewed as this may be a good basis for the inclusion of internship in the curriculum. Consider the integration of latest technology to enhance the teaching and learning process.
<b>17.</b> Pada 3. Teaching and Learning Approach pertanyaan ke 18 : Integration of experiential learning (internship) in the curriculum early on to supplement the didactic coursework and technical skills to further enrich the student's pharmacy education experience.
<b>18.</b> Pada 4. Student Assessment pertanyaan ke 19 : It is suggested to fully implement OBE by carrying out assessment on the achievement of the learning outcomes at course and programme level, analyzing them and using the findings as basis of improvement.
<b>19.</b> Pada 4. Student Assessment pertanyaan ke 20 : An appeal process is in place for students who wish to clarify or review their final mark. The process can be accessed at the UPSP website.
<b>20.</b> Pada 4. Student Assessment pertanyaan ke 21 : While the result of the assessment may help students improve their learning, it is not evident how the assessment results are used by the academic staff; it is therefore suggested to analyze results particularly of formative assessments as tools for improvement of teaching-learning strategies.
<b>21.</b> Pada 4. Student Assessment pertanyaan ke 22 : It is suggested to revisit descriptors in the rubric as they might not cover or fully align with learning outcomes. Rubrics designed with criteria, performance levels and descriptors be used to support the reliability, validity, and fairness of the assessment which should be consistent with the university grading system
<b>22.</b> Pada 4. Student Assessment pertanyaan ke 23 : It is strongly recommended to review the constructive alignment from PLOs/CLOs to teaching and learning and assessment along with the sharing of lesson-learned from the assessments among teachers.
<b>23.</b> Pada 4. Student Assessment pertanyaan ke 24 : Well implemented
<b>24.</b> Pada 4. Student Assessment pertanyaan ke 25 : While the result of the assessment may help students improve their learning, it is not evident how the assessment results are used by the academic staff; it is therefore suggested to analyze results particularly of formative assessments as tools for improvement of teaching-learning strategies.
<b>25.</b> Pada 5. Academic Staff pertanyaan ke 26 : 1. UPSP should analyse and show evidence that the need to recruit new academic staff is based on student-staff ratio and the human resource planning. 2. It is suggested that the recruitment and promotion criteria be aligned with the competences of academic staff in each career track.
<b>26.</b> Pada 5. Academic Staff pertanyaan ke 27 : It is recommended that UPSP should regularly monitor the workload for planning to improve the quality of education, research and services that also support the vision and mission of the Faculty and the University
<b>27.</b> Pada 5. Academic Staff pertanyaan ke 28 : It is suggested that UPSP explores the need of a competency model and career track scheme to aid in building strategic competencies and to tap the potential of each academic staff. May refer to FIP (International Pharmaceutical Federation) Global Competency Framework. UPSP may promote pedagogical research and sharing of best practices in teaching & learning to enhance competencies

of academic staff.
<p><b>28.</b> Pada 5. Academic Staff pertanyaan ke 29 : It is recommended that UPSP should regularly monitor the workload for planning to improve the quality of education, research and services that also support the vision and mission of the Faculty and the University</p>
<p><b>29.</b> Pada 5. Academic Staff pertanyaan ke 30 : Promotion is based on academic staff's work load on tri dharma of higher education</p>
<p><b>30.</b> Pada 5. Academic Staff pertanyaan ke 31 : The roles of academic staff are recorded in the BKD and remuneration The ethics and academic freedom are ruled by the university and department</p>
<p><b>31.</b> Pada 5. Academic Staff pertanyaan ke 32 : The budget for staff training is provided in RKAKL of the faculty. The plans are made based on each unit need to develop</p>
<p><b>32.</b> Pada 5. Academic Staff pertanyaan ke 33 : The faculty support the development of their academic staff through fundings and rewards, such as reward for publication in reputable journals, textbooks and patents. Rewards also provided and given by the university and ministry</p>
<p><b>33.</b> Pada 6. Student Support Services pertanyaan ke 34 : Though the programme has enjoyed a good number of applicants, UPSP may put more effort in promoting the program to attract more competent students</p>
<p><b>34.</b> Pada 6. Student Support Services pertanyaan ke 35 : Student mobility for those students in regular programme of UPSP need to be improved. Internationalisation and student mobility schemes (exchange students/professors, attendance in international fora, international research presentations, etc) need to be improved to better align with the "international" component of the vision of UNAND and the UPSP.</p>
<p><b>35.</b> Pada 6. Student Support Services pertanyaan ke 36 : The student academic progress through their academic advisor in connection with final year project's advisor to have early intervention to help students graduate on time monitoring system need to be improved</p>
<p><b>36.</b> Pada 6. Student Support Services pertanyaan ke 37 : More effort to improve student mobility for those students in regular programme is needed.</p>
<p><b>37.</b> Pada 6. Student Support Services pertanyaan ke 38 : Job descriptions should explicitly define the competences needed for each position. It should be clearly defined and evaluated based on needed and socialised. The IT and English skills of the support staff need to be improved, and recruit new staff with the requirement.</p>
<p><b>38.</b> Pada 6. Student Support Services pertanyaan ke 39 : The support services for student are evaluated through student and stake holder's feedback. Benchmarking and enhancement are applied, but have not been clearly documented.</p>
<p><b>39.</b> Pada 7. Facilities and Infrastructure pertanyaan ke 40 : More equipments or systems to facilitates online teaching and learning, beside the existing infrastructures in the classrooms, may be needed in case of full-scale on-line learning due to COVID pandemic.</p>
<p><b>40.</b> Pada 7. Facilities and Infrastructure pertanyaan ke 41 : the use of laboratories and OSCE Rooms limited for mock assessments and research</p>
<p><b>41.</b> Pada 7. Facilities and Infrastructure pertanyaan ke 42 : Some essential materials in the reading room were not available online</p>
<p><b>42.</b> Pada 7. Facilities and Infrastructure pertanyaan ke 43 : Better wifi access and connectivity are recommended for effective Teaching and Learning.</p>
<p><b>43.</b> Pada 7. Facilities and Infrastructure pertanyaan ke 44 : Need more equipments or systems to facilitates online teaching and learning, beside the existing infrastructures</p>

<b>44.</b> Pada 7. Facilities and Infrastructure pertanyaan ke 45 : The facility needs a maintenance system
<b>45.</b> Pada 7. Facilities and Infrastructure pertanyaan ke 46 : Due to the COVID pandemic, the teaching and learning are blended. The pshychological effect due to the online learning should be closely monitor
<b>46.</b> Pada 7. Facilities and Infrastructure pertanyaan ke 47 : Training need analysis should be carried out and implemented pertinent to job descriptions. Support for further study (higher degrees), IT and English trainings are recommended.
<b>47.</b> Pada 7. Facilities and Infrastructure pertanyaan ke 48 : Analysis of service evaluation should be more specific. Questionnaires and reports should be categorized per stakeholders and per service provided. Consider more involvement of technical support staffs in monitoring and evaluation of their related services.
<b>48.</b> Pada 8. Output and Outcomes pertanyaan ke 49 : It is recommended that UPSP should analyze properly the trend for the average study length to seek for measures to improve it; student progress should be monitored to provide timely support, especially for the final projects and other requirements for graduation.
<b>49.</b> Pada 8. Output and Outcomes pertanyaan ke 50 : The alumni tracer survey with sufficient number of respondents is reliable for seeking for improvement measure based on feedback. Therefore, tracer studies may be conducted more frequently and systematically to benchmark graduate employability. UPSP may seek information such as knowledge and skills that the graduates need in each practice area to help facilitate the curriculum revision.
<b>50.</b> Pada 8. Output and Outcomes pertanyaan ke 51 : It is suggested that UPSP may also introduce schemes to encourage or promote an increase in number and quality of international publications in ISI- and Scopus-indexed journals.
<b>51.</b> Pada 8. Output and Outcomes pertanyaan ke 52 : need to immediately review the constructive alignment from PLOs/CLOs to teaching and learning and assessment tools or rubrics
<b>52.</b> Pada 8. Output and Outcomes pertanyaan ke 53 : contacts and open communication with employers to find out the needs and trends of the industry

<b>Rencana Perbaikan</b>	<b>Rentang Waktu</b>
<b>1.</b> Pada 1. Expected Learning Outcomes pertanyaan ke 1 : Will conduct more systematic survey regarding the need and requirement to all of the stakeholders	1-2 years
<b>2.</b> Pada 1. Expected Learning Outcomes pertanyaan ke 3 : Will promote the Kampus Merdeka system to students and continue the IPE (inter profession education) among the health study programmes.	1 -2 years
<b>3.</b> Pada 1. Expected Learning Outcomes pertanyaan ke 2 : Will do review and evaluate the expected learning outcome of each courses which match and align to the programme learning outcome	1-2 years
<b>4.</b> Pada 1. Expected Learning Outcomes pertanyaan ke 4 : Will conduct a systematic survey to stakeholder in order to reflect the ELO	1 -2 year
<b>5.</b> Pada 1. Expected Learning Outcomes pertanyaan ke 5 : The program ELOs will be promoted to meet the requirements of the stakeholders.	1 -2 years
<b>6.</b> Pada 2. Programme Structure and Content pertanyaan ke 6 : :	

Will conduct a systematic technique to promote and communicate the programme to all of stakeholders	1 -2 years
<b>7.</b> Pada 2. Programme Structure and Content pertanyaan ke 7 : Will conduct a review regarding the curriculum mapping in order to achieve the PLO	Next academic year
<b>8.</b> Pada 2. Programme Structure and Content pertanyaan ke 8 : The study programme will do more systematic method to get feedback from all of the stakeholders	Next academic year
<b>9.</b> Pada 2. Programme Structure and Content pertanyaan ke 10 : The study program will do review regarding the curriculum mapping and the RPS	1 -2 years
<b>10.</b> Pada 2. Programme Structure and Content pertanyaan ke 11 : The study programme will offer more electove courses regarding the work field	1 - 2 years
<b>11.</b> Pada 2. Programme Structure and Content pertanyaan ke 12 : The study programme will review the curriculum minimum one in a four year to keep it up-to-date to the requirement of industry	1 - 2 years
<b>12.</b> Pada 3. Teaching and Learning Approach pertanyaan ke 13 : Will do more intense communication among the academic staff in order to strengthen the educational philosophy to students	Next academic year
<b>13.</b> Pada 3. Teaching and Learning Approach pertanyaan ke 14 : The study programme will evaluate the T&L process both to students and lecturers	Next academic year
<b>14.</b> Pada 3. Teaching and Learning Approach pertanyaan ke 15 : Will do the evaluation regarding active learning	Next academic year
<b>15.</b> Pada 3. Teaching and Learning Approach pertanyaan ke 16 : Will conduct an evaluation to student regarding the T&L in order to promote the life-long learning	Next academic year
<b>16.</b> Pada 3. Teaching and Learning Approach pertanyaan ke 17 : Will do a more frequent T&L activities regarding this issue	1 - 2 years
<b>17.</b> Pada 3. Teaching and Learning Approach pertanyaan ke 18 : Will have a review and evaluation regarding the need of stakeholder (industry) to the PLO	Next academic year
<b>18.</b> Pada 4. Student Assessment pertanyaan ke 19 : The study program needs to review more assessments methods	next academic year
<b>19.</b> Pada 4. Student Assessment pertanyaan ke 20 : well done	next academic year



<b>20.</b> Pada 4. Student Assessment pertanyaan ke 21 : The study program will do the review regarding this issue	Next academic year
<b>21.</b> Pada 4. Student Assessment pertanyaan ke 22 : The study program will review the descriptor of rubrics	Next academic year
<b>22.</b> Pada 4. Student Assessment pertanyaan ke 23 : Will review the method assessment frequently	1 - 2 years
<b>23.</b> Pada 4. Student Assessment pertanyaan ke 24 : Will do the review frequently regarding the feedback of students	next academic year
<b>24.</b> Pada 4. Student Assessment pertanyaan ke 25 : The study program needs to review the student assessment	Next academic year
<b>25.</b> Pada 5. Academic Staff pertanyaan ke 26 : Provide master plan that contains department's need analysis of academic staff in the short and long future	1-2 year/s
<b>26.</b> Pada 5. Academic Staff pertanyaan ke 27 : Planning to: 1. Reviews the academic staff workload; 2.Encourages productive research undertaking aligned with pharmacy (i.e. drug product development); 3. Encourages the pursuit of PhD study of academic staff in the area needed to fulfill the vision and missions.	1-2 tahun
<b>27.</b> Pada 5. Academic Staff pertanyaan ke 28 : 1. Providing scheme for tracking competency and career for academic staff 2. Planning and budgeting research in pedagogy area to improve teaching and learning methods for academic staffs	1-2 tahun
<b>28.</b> Pada 5. Academic Staff pertanyaan ke 29 : The department and unit need to reviews the academic staff workload	1-2 tahun
<b>29.</b> Pada 5. Academic Staff pertanyaan ke 30 : Providing career plan and tracking for academic staffs	1-2 tahun
<b>30.</b> Pada 5. Academic Staff pertanyaan ke 31 : Review the BKD and remuneration periodically	1-2 tahun
<b>31.</b> Pada 5. Academic Staff pertanyaan ke 32 : The plans for academic staff development are supported to be well socialised and in line with vision, mission and purpose of the faculty	1-2 year/s
<b>32.</b> Pada 5. Academic Staff pertanyaan ke 33 : Provide a clear scheme of rewards and recognitions for academic staff at faculty level, and it is well socialised	1-2 year/s
<b>33.</b> Pada 6. Student Support Services pertanyaan ke 34 : Maintaining and managing promotion through the faculty's official website regularly and actively. Managing promotion programs, such as Pharmacy Goes To School and other	1-2 year/s
<b>34.</b> Pada 6. Student Support Services pertanyaan ke 35 : UPSP may put more effort in student mobility for those students in regular programme Enhance internationalisation and student mobility schemes (exchange students/professors, attendance in international fora, international research presentations, etc).	1-2 year/s
<b>35.</b> Pada 6. Student Support Services pertanyaan ke 36 : Providing monitoring system of student's academic progress	



through their academic advisor in connection with final year project's advisor to have early intervention to help students graduate on time.	1-2 year/s
<b>36.</b> Pada 6. Student Support Services pertanyaan ke 37 : Enhance internationalisation and student mobility schemes (exchange students/professors, attendance in international fora, international research presentations, etc) to better align with the “international” component of the vision of UNAND and the UPSP. Further enhance and support the activities created and managed by student bodies or groups.	1-2 year/s
<b>37.</b> Pada 6. Student Support Services pertanyaan ke 38 : Evaluated and defined support staff job desk regularly, and improve the quality based on student's feed back. Provide IT and English training for support staff.	1-2 year/s
<b>38.</b> Pada 6. Student Support Services pertanyaan ke 39 : Provide analysis of student's and stakeholder's feedback results to make improvements in student support services. Create a clear documentation of the improvement to make it easier to be tracked for enhancement in the future.	1-2 year/s
<b>39.</b> Pada 7. Facilities and Infrastructure pertanyaan ke 40 : improving the IT system and equipment to support online learning	1-2 years
<b>40.</b> Pada 7. Facilities and Infrastructure pertanyaan ke 41 : Maximize the use of the laboratories to become “skills labs” for the purpose of simulation activities to enhance pharmaceutical care experiences.	1 year
<b>41.</b> Pada 7. Facilities and Infrastructure pertanyaan ke 42 : digitizing essential materials in the reading room of the Faculty of Pharmacy to support remote reading and learning.	1-2 years
<b>42.</b> Pada 7. Facilities and Infrastructure pertanyaan ke 43 : improve the connection bandwidth	1-2 years
<b>43.</b> Pada 7. Facilities and Infrastructure pertanyaan ke 44 : adding more equiment and infrastructure to facilitate teaching, research, service and administration	1-2 years
<b>44.</b> Pada 7. Facilities and Infrastructure pertanyaan ke 45 : Maintenance system	1-2 years
<b>45.</b> Pada 7. Facilities and Infrastructure pertanyaan ke 46 : The pshychological effect due to the online learning should be closely monitor and the environment of the online learning should be adjusted as needed.	1 year
<b>46.</b> Pada 7. Facilities and Infrastructure pertanyaan ke 47 : Carried out a training analysis according to the staff's job description	1 year
<b>47.</b> Pada 7. Facilities and Infrastructure pertanyaan ke 48 : Involve every facilities and service in monitoring and evaluation	1-2 years
<b>48.</b> Pada 8. Output and Outcomes pertanyaan ke 49 : Establish monitoring system for passrate, dropouts rates	1-2 years
<b>49.</b> Pada 8. Output and Outcomes pertanyaan ke 50 : maintain the survey on tracer study system to monitor and used for improvement	1-2 years

<p><b>50.</b> Pada 8. Output and Outcomes pertanyaan ke 51 : introduce schemes to encourage or promote an increase in number and quality of international publications in ISI- and Scopus-indexed journals.</p>	<p>1-2 years</p>
<p><b>51.</b> Pada 8. Output and Outcomes pertanyaan ke 52 : enhance the quality assurance function in monitoring the program outcomes</p>	<p>1-2 years</p>
<p><b>52.</b> Pada 8. Output and Outcomes pertanyaan ke 53 : involve alumni and employers in teaching and learning to team-teaching in order to expose students to be more aware of the industry practice</p>	<p>1-2 years</p>

Tindakan Koreksi Selesai Tanggal: 28 Desember 2020

	<p>Tanggal: 28 Desember 2020 Tanda Tangan Auditor</p>  <p>Dr. dr. Hendriati, Sp.M (K) NIP. 197007012000122001</p>
	<p>Tanggal: 28 Desember 2020 Tanda Tangan Teraudit</p>  <p>Lili Fitriani NIP. 198507172009122003</p>
<p><b>Kaji Ulang</b></p>	